STAND Newsletter

Statewide Training Advisory Network of Delaware

President's Letter

January 9, 2003

Dear Colleagues:

First of all, "Happy New Year"!

As I reflect on last year, I pause to give thanks to all of you for your continued support of STAND. We've had a good year---a great conference, productive meetings, and good programs.

We've had quite a turnover of Board positions; however, those remaining teamed together to fill the gaps as needed. Kudos to you, STAND Board! We welcome our newest members to the Board---John McCall, Membership V.P. and Alan Kovitz, Member-at-Large. A special "thank you" to Tammy who has been Membership V.P. and Member-at-Large. We wish her well!

Kudos to the STAND members, as well as the STAND Board, who were recognized for their dedication and support to career and organizational development at the annual Trainers' Recognition ceremony sponsored by the State Personnel Office on December 9, 2002, at the Modern Maturity Center in Dover.

As we look ahead, I encourage you to renew your STAND memberships. Our strength is in numbers. A copy of the Membership Application is attached to the Newsletter. I would be remiss if I did not take the time to applaud Larry Trunfio, our Communications V.P. for an informative and interactive issue of the STAND Newsletter. Thanks, Larry!

The responses to the training segment "Diversity: Food for Thought," facilitated by Sharese and Tim McGhee, were very favorable. If you are interested in attending a day-long session, this course can be found on the State Personnel Office website or you can pick up a copy of the course catalog at any of the SPO office locations.

Again, "Happy New Year"! May your days be filled with peace, love, and joy!

Sincerely,

Wanda Hyland Isler

> **You cannot teach a person anything, you can only help them find it within themselves.**
> **Galileo**

2002—2003 STAND Board

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Please contact us with any questions or suggestions you may have!

EXPERIENTIAL LEARNING: MAKING TRAINING MORE EFFECTIVE

As a result of Mark Spool's presentation *Learning from Experience: Implications for Training* at our July meeting, I became interested in the concept of experiential learning. In my spare time, I did a little research on ideas behind this theory and how I could use it to improve my training skills. What follows is a collection of some of the things I learned. *- L.T.*

What is Experiential Learning?

In basic terms, Experiential Learning has been described as a transformation of experience into knowledge. Sometimes referred to as *experienced-based learning, discovery learning, action learning,* or *interactive learning,* experiential learning means providing participants with the opportunity to *experience* their learning rather than telling them what they are going to learn. It is a learning model that starts with involving participants in a challenging situation/activity and then asks them to reflect, discuss analyze, and evaluate that experience.

This theory emphasizes reflection as the key ingredient to making any experience a *learning experience*. It is based on the principle that "we seldom learn from experience unless we assess the experience, assigning our own meaning in terms of our own goals, aims, ambitions, and expectations." (Albert Wight) Instead of asking participants to absorb and remember information, experiential learning makes participants think about the current experience provided by a training activity and then relate it to previous experiences. It makes them consider the cause and effects of the situation and asks them to make generalizations that can be applied to other situations. Additionally, it makes participants think about their own strengths and weaknesses, their values, and their goals. The result is learners become more personally committed to the learning and retention is greater.

> "Experiential Learning takes place when a person is involved in an activity, looks back at it critically, determines what was useful or important to remember and uses this information to perform another activity"
> John Dewey

Experiential Learning Cycle

While programs will vary in design, all experiential training programs should take participants through four distinct stages :

Stages of the Experiential Learning Cycle

1. Experiencing
Engage learners in a particular situation & observe the results
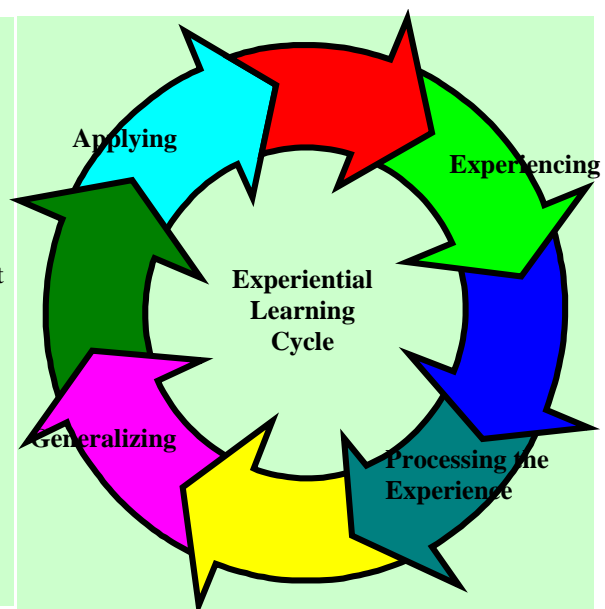
2. Processing the Experience
Help learners understand what they did, thought, and felt during the experience

3. Generalizing
Help learners understand the general principle guiding the relationship between the action & its effect

4. Applying
Provide opportunity for learners to apply principles or generalizations to a new situation

Guidelines for Creating an Experiential Learning Activity
Here are some tips to make sure that participants successfully progress through each stage of the learning cycle:

1. Experiencing
   - Set up the activity and provide clear instructions
   - Provide safe environment on both a physical and emotional level
   - Answer clarification questions before and during the activity
   - Move around the class actively directing learners, working co-operatively with them, and allow self-directed learning to take over
2. Processing the Experience
   - Make sure you have provided opportunities for interactions between learner/learner, learner/content, learner/facilitator, and facilitator/content. Think of questions you can ask.
   - Observe how learners respond and act during the experience
   - Allow time for learner reflection within the activity

3. Generalizing
   - Ask learners to describe what they have experienced and to analyze implications for themselves
   - Provide feedback in a positive and open way
   - Ask learners what their concerns are rather than tell them what you expect
4. Applying
   - Ask learners to identify ways they can use what they have learned
   - Lead learners to identify any changes they could make in their behavior after considering this experience
   - Provider further opportunities to apply or discuss their learning with others

Traditional versus Experiential
Key differences between traditional & experiential instruction

Element	Traditional Learning	Experiential Learning
Learning Emphasis	Content	Content and Process
Role of Participant	Listening, memorizing, passing tests, passive rather than active	Involvement, participation, interaction – highly active
Role of course conductor	Teacher – Instructor – Lecturer Presenter – Evaluator	Resource person– facilitator – at times participant too
Responsibility of course conductor	Primarily to provide one-way communication	Create participant experiences from which learning will result
Major concern of course conductor	To come up with better questions to ask the class	To find ways to stimulate participants to think of deeper questions & better approaches to solving problems
Responsibility for learning outcome	Instructor/presenter	Participants are responsible for their own learning and behavior
Transfer of learning to job	Typically low or uncertain	Moderate to high for most participants

Source: The Winning Trainer by Julius E. Eitington

Interactive Activities

Creative Envelopes
Instructor divides the class into teams. Each team is then given a envelope with a specific problem written on the front. Team members brainstorm ideas for solving this problem and write each solution on a separate index card and place them inside the envelope. After two minutes the envelopes are passed, unsealed, to the next team. The teams repeat the brainstorming and card writing procedures with the new problem. After a couple more turns, each team comparatively evaluates the solution cards they have in their envelope. The group then distributes 100 points between each card to show its value. At the conclusion of the game, each team shares with the rest of the class the ideas on the card that received the highest scores.

Bingo Lecture
This activity promises to liven up dry, technical lectures we sometimes have to give. Before the class, the instructor creates a variety of bingo cards with relevant technical terms placed inside the squares. These cards are passed out at the beginning of the lecture. After about 10 minutes, the instructor stops the lecture, asks a question, and advises participants to scan their card for the answer. If participants find the answer on their cards, they place check mark on those squares. After an appropriate pause, the instructor gives the correct answer. If their check marks are on the correct squares, participants replaced them with a bold **X**. The instructor continues with the lecture, pausing from time to time to ask more questions. When a participant gets five **X**'s in a straight line, she/he shouts **BINGO!** The instructor congratulates the participant and asks he/she to continue to play to see who has the most marked squares at the end of the lecture.

(These activities are from: Workshops by Thiagi, Inc., *Interactive Experiential Training: Eight Breakthrough Strategies,* 97 www.thiagi.com/article-ispi97-w37)

STAND Notes...

Treasurer's Report

Bank Balance as of December 12, 2002 — $2,080.15.

Move to Dover Federal Credit Union

We would also like to announce that STAND has finalized the transfer of its banking services to Dover Federal Credit Union. We decided to make this move as a result of our growing dissatisfaction with Wilmington Trust, which was charging us $20 a month—the cost of a membership— for very little service. We are very happy about this move and the money it will save us. A special thank you goes to our Treasurer, Bill Tyson, for taking the initiative on this project.

Special Announcements

New Board Members:

Congratulations to **John McCall**, our new V. P. of Membership, & **Alan Kovitz**, our new Member- at- Large.

Special Thank you!

We would also like to say **THANK YOU!** to **Tammy Severson** who has served in both of these positions during the past year.

Volunteers Needed

We are looking at volunteers who would like serve on a Facilities Directory Committee. This committee will work on updating our list training facilities, locations, and contacts. If you are interested, please contact Wanda Hyland Isler at 739-8331.

Membership Report: 2003 Membership Drive Is Underway!

January is the beginning of the New Membership Year & time to renew your commitment.

Who is eligible to become a member of STAND? Membership is open to anyone interested in education, training, and professional development—both within state government as well as in the private sector.

Our goal….

Membership for 2002 was down 35% from the previous year. In 2003, we hope to increase our membership to the previous level - and beyond. But we need your support to do it. With your membership support, we will continue to provide this unique forum which allows state and private training and development professionals to interact and share resources—a service that we have provided for over 14 years.

Membership to this group comes at a very small price. If you respond before February 28, 2003, the annual membership fee is only $20. After February 28, membership will be increased to $25. **So please take the time to complete the membership application on the next page as soon as possible**. Also, please share this information with colleagues and friends who may be interested in joining STAND for the first time.

The strength of this organization comes from the commitment and contribution of its members. Please help us make STAND stronger – renew your membership.

Membership benefits

- ❑ *Bimonthly meetings include training sessions (held odd-numbered months)*
- ❑ *STAND newsletter*
- ❑ *Seminars for advanced training*
- ❑ *Annual conferences*
- ❑ *Help in creating new methods for training and education*
- ❑ *Web site for resource sharing*
- ❑ ***New!** Annual Membership Directory for enhanced communication and resource sharing*

Statewide
Training
Advisory
Network of
Delaware

STAND

Membership Application
Pay by February 28, 2003 and save!*

Name & Title:_____

Agency or Company:_____

Address:_____

City:_____ State:_____ Zip Code:_____

Phone:_____ Internet e-mail:_____

State Location Code (applicable for state employees):_____

Annual membership for the year _____   Today's Date _____
(Membership is based on the calendar year and is good for one year.)

Amount Attached:_____   Check # _____
If paid by February 28, 2003, dues are $20 per year. After that date, dues are $25 per year.
   Meetings and newsletters are bi-monthly

Please check one: _____ I am joining S.T.A.N.D. for the first time. **
                  _____ I am renewing my membership.

**I was introduced to STAND by: _____

Do you agree to allow your membership information to be included in the STAND Membership Directory?   ____ Yes   ____ No

Please make check payable to STAND (Federal E.I. #51-0319316) **and** <u>**identify the person for whom the fee is being paid.**</u>
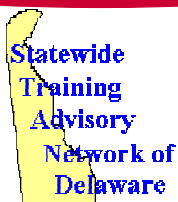

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Please remember: Memberships expire at the end of each calendar year.

STAND

Statewide Training Advisory Network of Delaware

For more information or to provide feedback on material in this newsletter, please contact:

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We're on the web!
delawarepersonnel.com/
training/stand

MISSION STATEMENT

The mission of the Statewide Training Advisory Network of Delaware (STAND) is to provide a forum for promoting professional development and enhancing communications among members and agencies.

OBJECTIVES

To share resources and promote training as a valuable tool for organizational change, effectiveness, and staff development.

Icebreakers

VALUES BILLBOARD

Give participants a list of values (on flipchart) that are to be prioritized by them. Participants then mill around, find a partner, and discuss their lists. The list can be written on letter-sized paper, or preferably, on flipchart sheets with markers. Typical values include: good citizenship, financial success, a good reputation, professional recognition, new experiences, and good friends.

EARLY GRADES

In small groups, ask each participant to think about and report on an experience they recall in grades 1 through 5. Conclude the activity by asking for volunteers to share their experiences with the group at large.

(From *The Winning Trainer (Third Edition)*, by Julius Eitington)

Interesting Websites

Workforce.Com

This website provides information and analysis on a variety of human resource topics including compensation/benefits, legal issues, recruitment, and technology—as well as training and development. The T & D section has interesting articles on what is new in T & D, a collection of useful resources, and a research center.

http://www.workforce.com

Creative Mentoring

At our September meeting, Jenny Garey (Public Safety) announced that the Creative Mentoring program is looking for volunteers to become mentors. This program supports in-school mentoring programs in New Castle, Kent, and Sussex counties. At this web site, you will find, among other things, more information about the program, an online mentor application packet, and a schedule of upcoming public offerings of *Elements of Effective Mentoring* classes.

http://www.creativementoring.org

Trainingmag.com

This is the online version of *Training* magazine. At this site you can find great information on a variety of training topics—from learning theory to skills assessment to new technologies and their impact on training and development. Most information is available to all; however, some areas are for subscribers only.

http://www.trainingmag.com/